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ABSTRACT

This report is a summary of ideas and concerns expressed by participants in a November, 1969, conference on the rights and responsibilities of the classroom teacher in the improvement of student teaching programs. Its emphasis is on the need for further clarification of procedures, functions, and lines of responsibility of the various groups involved in such cooperative programs (i.e., institutions, associations, and personnel--particularly cooperating teachers and college supervisors). Urging a more balanced sharing of decisionmaking powers among these groups, and the elevation of the status and working conditions of cooperating teachers to a position commensurate with the responsibility placed upon them, the report outlines trends that promise to bring needed changes and recommends various ways by which professional associations at national, state, and local levels may cooperate to facilitate such change. Included with these recommendations are materials which illustrate actions which have already been taken (e.g., negotiated agreements, policy statements, and legislation representing various groups and sections of the country) and which may serve as helpful guidelines for those desiring to implement recommendations of the report. (JES)

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Report of
the Classroom Teachers National Study Conference on the

role of the classroom teacher in the student teaching program

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acknowledgments

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The Problems in Perspective 1

A Contributing Factor 3

Steps Toward a Solution 4

Recent Developments 5

Recommendations 8

What Can the Local Association Do? 8

What Can the State Association of Classroom Teachers and the State Education Association Do? 10

What Can the Association of Classroom Teachers and the National Education Association Do? 11

Appendices

A. Selected Student Teacher Provisions in Comprehensive Negotiated Agreements 12

B. School District Policy on Student Teaching for White Bear Lake, Minnescta 17

C. State Resolution on Preparation of Teachers 21

D. ACT Resolution on Student Teaching 22

E. Legal Status and Student Teachers 23

Roster 31

The Association of Classroom Teachers believes —

- That classroom teachers have a right to speak unequivocally on all matters that affect them.
- That the teaching profession must assume responsibility for the quality of its service to society.
- That, for the welfare of the child, the community, and the profession, entrance to the teaching profession must be guarded with extreme care.
- That preservice preparation of teachers must be strengthened.
- That student teaching is an essential phase of teacher preparation.
- That classroom teachers must participate in making educational policies and decisions affecting their teaching service, including policies and procedures for conducting student teaching in any school system.
- That classroom teachers should work to determine —
  1. Qualifications of competence for public school cooperating teachers, principals, and supervisors as well as college coordinators who supervise student teachers.
  2. Conditions of work and personnel policies that relate to both cooperating classroom teachers and student teachers, including procedures for assignment.
- That the responsibility for student teaching should be shared by the public schools, the institutions preparing teachers, and the profession.
- That classroom teachers should work through their professional associations, beginning with the local association, to make plans for improving and strengthening student teaching programs.

These beliefs are expressed in various ACT resolutions.

In July 1969 the executive committee of the Association of Classroom Teachers of the National Education Association decided that the time had come for classroom teachers to take the initiative in developing action to improve the quality of teacher preparation. Recognizing that the problem is much too large and complex to tackle on a broad basis with any hope of success, the executive committee chose as its starting point that phase of teacher education which most directly affects classroom teachers and on which classroom teachers can have the greatest immediate impact — the function of the classroom teacher in the student teaching program.

As a first step, the Association of Classroom Teachers convened a conference at NEA Headquarters on November 28-29, 1969. In attendance were some 50 classroom teachers along with representatives of the Student NEA, Future Teachers of America, Association for Student Teaching, American Association of School Administrators, National Association of Elementary School Principals, National Association of Secondary School Principals, U.S. Office of Education, Council of Chief State School Officers, American Association of Elementary/Kindergarten/Nursery Educators, National School Public Relations Association, Association for Childhood Education International, National Catholic Educational Association, National Council of Urban Education Associations, and a number of NEA units concerned with the problem.

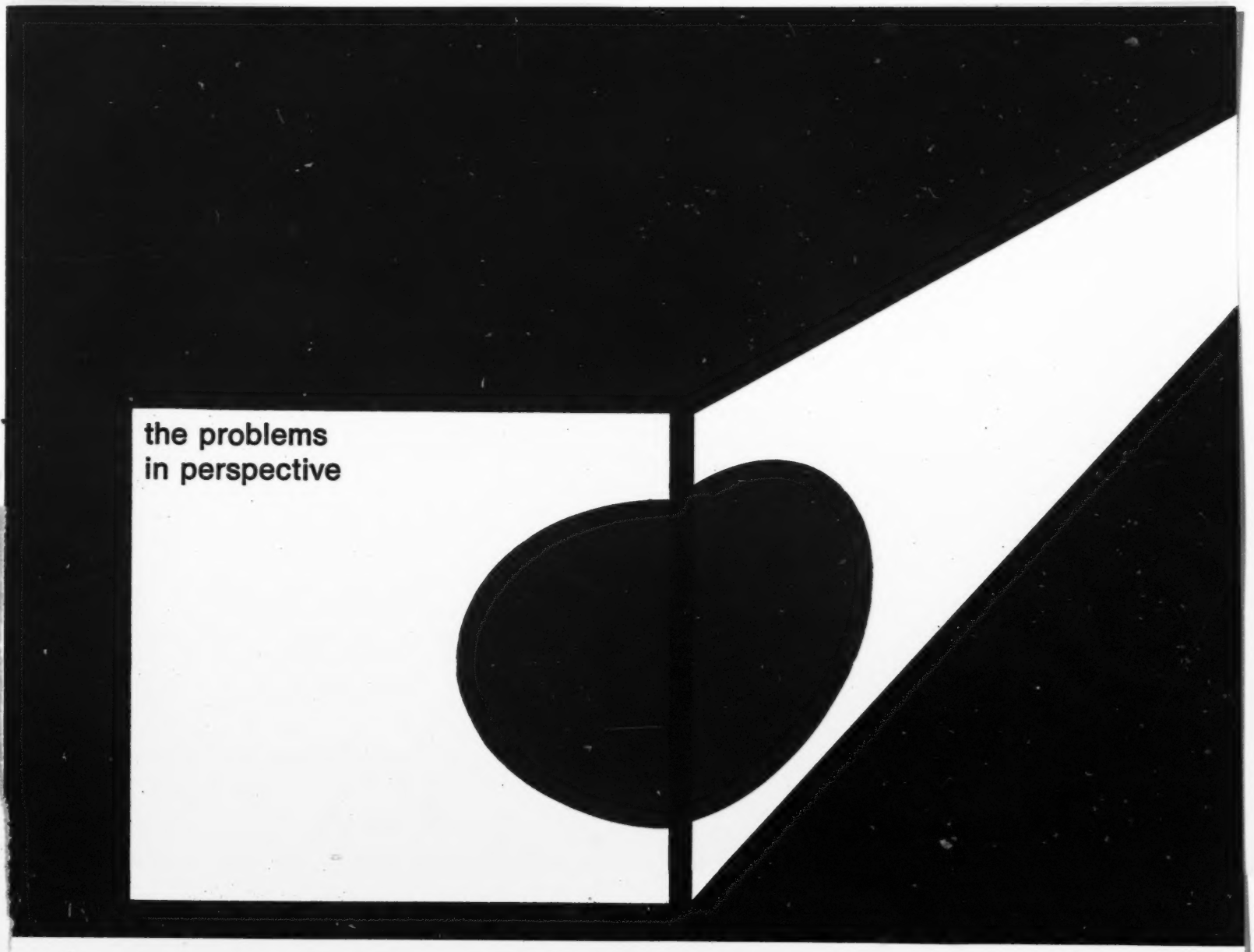
Classroom Teachers Speak on the Classroom Teacher in the Student Teaching Program is a summary of the ideas and concerns expressed by conference participants and representatives of other organizations. The report, like the conference, is limited in scope. It does not attempt to deal with the content and methods of teacher education or with other field experiences of the student teacher. Rather, the report focuses on the rights and responsibilities of the cooperating teacher to whom the student teacher is assigned. In this context the report outlines trends that promise to bring needed changes and presents a challenge to the professional associations to elevate the status of the cooperating teacher in the student teaching program to a position commensurate with the responsibility placed upon him.

Different terms are used to connote the personnel involved in student teaching. In this report the following terms are defined as indicated:

Cooperating teacher: A classroom teacher who teaches children or youth and who also supervises student teaching.

College coordinator of student teachers: A college faculty member who is responsible for supervising a student teacher or a group of student teachers.

Betty I. Buford, *President*



Most educators recognize — at least verbally — the importance of student teaching in the teacher education program and the central responsibility of the cooperating classroom teacher who supervises the student teacher. They differ widely, however, on how these vital elements fit into the whole program of teacher education. The problems seem to stem from a lack of clarity: ill-defined procedures for establishing and implementing student teaching programs and confused functions and lines of responsibility for both individuals and groups involved in student teaching.

Excerpts from recent professional literature bring into focus the following issues:

- In most teacher education programs, the two segments that relate most closely to the actual day-to-day classroom performance of the prospective teacher are the methods course and the student-teacher experience . . . . Unfortunately, in the usual teacher education program they are separate features with very little coordination or cooperation among the instructor in the methods course, the cooperating teachers in the school, and the college supervisor who observes the student teachers.
- It is generally agreed that no other single individual has so direct an influence as the cooperating teacher in shaping the attitudes, skills, and ideas of a prospective teacher; and yet, he is the one

factor in the teacher education program least likely to be under the influence or control of the teacher-training institution.

- Usually the cooperating teacher is not involved in planning the teacher education sequence, and as a result, his perception of his function is often entirely different from that of the teacher-training institution. For example, he may assume that his responsibility is to instruct the student teacher in daily activities of teaching and classroom control, while the institution may assume that his chief responsibility is to get out of the student teacher's way so that he can develop his own techniques and procedures.
- Too often, the teacher-training institution has little voice in the selection of the cooperating teachers, most of whom are made available by their administrators because they are willing or available. Often a cooperating teacher is chosen because it is his turn to have a student teacher, which is considered a fringe benefit, either because of the stipend or because the student teacher is regarded as a teacher's aide. The resulting lack of continuity makes it virtually impossible to develop an effective and continuing relationship between the cooperating teacher and the teacher-training institution.
- Because the criteria used by administrators in selecting cooperating teachers are often unrelated to the goals of the teacher education program, many cooperating teachers are not committed to the student-teaching experience as a learning situation in which their role is to work with a student and to provide the guidance needed to gain insight into good teaching, while at the same time allowing him the freedom required to develop his own teaching style. In fact, many cooperating teachers look upon this experience as an endurance test for the student teacher, whereby he is supposed to learn what it is like to have five classes, four different preparations, a study hall, and lunchroom duty. Others look upon it as an opportunity to vacate the classroom altogether. Still others dump the menial tasks they dislike on the student teacher, without regard for the fact that these may inhibit rather than help the development of good teaching.
- Many classroom teachers who become cooperating teachers are either unaware of or unfamiliar with innovative teaching strategies and techniques and are thus unable to aid student teachers in experimenting with and implementing such techniques, even though the methods course instructor may be recommending them. The result is a perpetuation of limited teaching styles and a frustrating conflict between what the student teacher learns in his teaching methods course and what he is required or permitted to do during his student-teaching experience.[1]

- Although teacher educators, school personnel, and responsible lay commentators agree that student teaching or guided teaching

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[1] Hicks, E. Perry. "Changing the Role of the Cooperating Teacher." *Journal of Teacher Education* 20: 153-57; Summer 1969.

experience is an essential ingredient of any program of teacher preparation, too frequently they find organizational disarray and flagging standards in expanding student-teaching programs.

- National, state, and local professional organizations, being increasingly involved in teacher education, are aware of the inadequacies of existing student-teaching programs and the problems which frustrate the people involved, but they are alarmed at the prospect of rigid requirements being legislated by persons with little experience in student teaching.[2]

- Student teaching is one part of professional preparation which is shared by the public schools and institutions of higher education without clear-cut lines of responsibility.
- Despite the fact that student teaching must be a cooperative endeavor, in many cases the personnel in colleges and universities, public schools, professional organizations, and state departments of education who are most concerned and involved are not working closely enough together. Some colleges and universities develop programs and merely notify the schools of their plans. Others turn the whole enterprise over to the public schools. In both instances, the key people involved in implementing the programs have no part in formulating them.
- While a few state departments of education are organized to solve problems in student teaching, most states still have no plan or structure.[3]

a contributing factor

These problems have been compounded by the process of decision making, which to classroom teachers is the most serious issue of all. Decision making on all aspects of student teaching has rested first with the institutions of higher education and then with the public schools. State and national professional associations have had an advisory voice, but the local association has had practically no voice at all.

The university preparing student teachers and the local school system commonly deal with the cooperating classroom teacher as an individual. In contrast, the classroom teacher, in an ineffective and untenable position, deals singly with two institutions.

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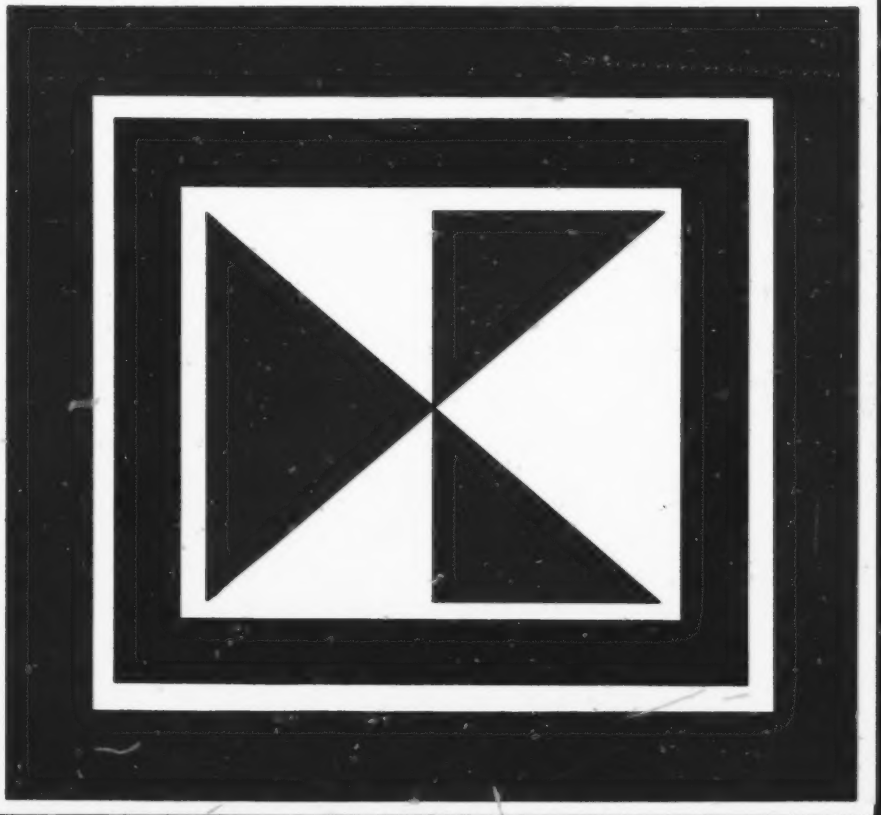
[2] National Education Association, National Commission on Teacher Education and Professional Standards. *Who's In Charge Here?* Washington, D.C.: the Commission, 1966. 12 pp.

[3] National Education Association, National Commission on Teacher Education and Professional Standards. *A New Order in Student Teaching.* Washington, D.C.: the Commission, 1967. 37 pp.

steps toward a solution



There is no simple solution to the multiple and complex problems of student teaching. Rather, each of the following broad objectives must be achieved to ensure a worthwhile student teaching experience for prospective teachers:

- Establishment of agreements about the general organization, structure, and standards for student teaching by institutions preparing teachers; local public school systems; state and federal agencies; and local, state, and national professional associations.
- Provision of adequate financial support for student teaching programs.
- Creation of a partnership consisting of the university, the local school system, and the local association — the latter speaking for its classroom teacher members and strengthening the influence of state and national associations on the student teaching program.
- Identification and acceptance of the goals and objectives of student teaching by all parties involved.

- Definition of lines of responsibility for the teacher education institution, the local school system, and the local association.
- Clarification of the functions of the college supervisor of student teachers and the cooperating classroom teacher and creation of a proper balance of the influence of the two in the student teaching program.
- Establishment of accepted criteria for the qualifications of both the college supervisor of student teachers and the cooperating teacher.

recent developments

Recent developments at local, state, and national levels point to good prospects for solving the problems attendant to student teaching.

Local associations are —

- Negotiating agreements with local boards of education to regulate conditions of employment of cooperating teachers in the student teaching program (for example, qualifications of cooperating teachers; assignment policies; and conditions of work, including number of student teachers, released time for preparation, compensation, and liability).[4]
- Evaluating the strengths and weaknesses of the student teaching program in the local school system and making recommendations to improve the existing program.
- Assessing the attitudes and needs of the cooperating teachers and clarifying responsibilities and rights of all individuals involved (student teacher, cooperating teacher, school principal, superintendent, college supervisor of student teachers) and groups (the local professional association, the board of education, and the teacher preparation institution).[5]
- Calling upon state associations of classroom teachers and state education associations to assume greater leadership and coordination for the student teaching program within the state (for example, submitting and working for adoption by the state representative assembly of resolutions that mandate action[6]).

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[4] See Appendix A, "Selected Student Teacher Provisions in Comprehensive Negotiated Agreements," pp. 12-16.

[5] See Appendix B, "School District Policy on Student Teaching for White Bear Lake, Minnesota," pp. 17-20.

[6] See Appendix C, "State Resolution on Preparation of Teachers," p. 21.

State associations of classroom teachers and state education associations are —

- Forming joint committees with the Association for Student Teaching and other interested groups to study the problem of student teaching on a statewide basis and making recommendations to upgrade the overall program.
- Sponsoring workshops so that classroom teachers will better understand the scope of the problem and can be involved in seeking solutions.
- Developing and establishing positions on student teaching. Preparation of such position statements is usually a responsibility of the commission on teacher education and professional standards.
- Supporting and encouraging local associations to seek meaningful involvement in student teaching programs.
- Disseminating through publications information on the function of the classroom teacher in the student teaching program.
- Sponsoring state legislation to solve some of the problems of student teaching.
- Establishing joint committees of appropriate personnel from the institutions preparing teachers and other members of the profession engaged in public elementary and secondary schools, including classroom teachers.
- Mandating the development of (a) qualifications for cooperating teachers and college supervisors of student teachers and (b) models of agreements to regulate operational procedures between the institutions of higher learning and public school systems.[7]

The latter development is extremely important for two reasons. In the past, classroom teachers have served under as many different policies related to student teaching as the number of institutions with which the school system contracts. This situation has frustrated classroom teachers, creating a gap between what the student teaching program is and should be. As more local associations negotiate agreements with local school boards on student teaching, a reverse situation will be created unless the problem is dealt with democratically. Universities and colleges will have to adjust to as many different policies as are negotiated by the local associations and the school boards in the systems to which they send student teachers. Cooperative development of standard procedures at the state level can protect both the cooperating classroom teacher and the institution responsible for preparing teachers.

[7] See Appendix C, "State Resolution on Preparation of Teachers," p. 21.

The Association of Classroom Teachers and the National Education Association are —

- Adopting resolutions on various aspects of teacher preparation.[8]
- Conducting research on various aspects of student teaching.
- Sponsoring conferences on student teaching independently and cooperatively (for example, the Classroom Teachers National Study Conference on the Role of the Classroom Teacher in the Student Teaching Program, discussion groups at ACT regional conferences, joint meetings of the Association of Classroom Teachers and the Association for Student Teaching, and regional conferences of the National Commission on Teacher Education and Professional Standards).
- Developing and promoting policies related to student teaching.
- Producing publications (for example, *Who's in Charge Here?, A New Order in Student Teaching,* and *Journal of Teacher Education,* published by the National Commission on Teacher Education and Professional Standards; and articles in *Today's Education,* the journal of the National Education Association).
- Collecting, coordinating, and disseminating information (for example, the *Negotiation Research Digest,* published by the NEA Research Division).
- Drafting models of state legislation.
- Providing consultant service.

State legislatures are enacting laws designed to strengthen the student teaching phase of the teacher education program. Among the issues covered in these laws are legal recognition and protection for student teachers and state authorization for implementing, administering, and financing student teaching programs.[9]

The federal government has the opportunity to amend the Education Professions Development Act so that grants can be made to support projects that are (a) sponsored cooperatively by institutions of higher education, professional associations, and/or private agencies and (b) designed to provide additional training experiences for cooperating teachers, college supervisors of student teachers, and certain prospective teachers and related educational personnel.

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[8] See Appendix D, "ACT Resolution on Student Teaching," p. 22.

[9] See Appendix E, "Legal Status and Student Teachers," pp. 23-30.

recommendations

What Can the Local Association Do? As the professional associations tackle the problems of student teaching, the local association, representing the cooperating classroom teachers, exercises an all-important responsibility. The local association must —

- Study the problem locally.

  1. Authorize a standing or ad hoc committee (composed of at least 75 percent classroom teachers who have some knowledge of and experience in student teaching) to assess the current situation.

  2. Seek answers to the following questions:

     a. Does the school system provide for a student teaching program? If not, should it?

     b. If it does, how many different teacher preparation institutions send student teachers to the school system?

     c. What is the nature of the agreement(s) between the school system and the teacher preparation institution(s)? If two or more

institutions are involved, are the agreements identical or is there a wide degree of variance? Why? Are the agreements formal or informal, written or oral? Who makes these agreements?

d. What criteria are used in selecting the cooperating teacher? What should be his experience or training in supervision? To what extent is a planned program of continuing education of the cooperating teacher important? How is this program determined?

e. What is the method of assigning and removing the student teacher? Is it based on written criteria? If so, who established the criteria?

f. What are the special conditions of employment of the cooperating teacher (for example, preparation time, class load, supplies and equipment, number of student teachers, and compensation)?

g. What problems or frustrations exist for the cooperating teacher?

h. What are the qualifications of the college supervisor of student teachers? Should he have successful teaching experience in the field and at the level of the student teachers whom he is supervising?

i. Is there a plan for continued evaluation of the student teaching program with machinery to keep the program relevant or to discontinue it?

- Develop —
  1. Qualifications of cooperating teachers.
  2. Policies of assignment and employment of cooperating teachers.
  3. Standards of status and responsibility of cooperating teachers as related to college supervisors of student teachers. (For example, is the cooperating teacher appropriately involved in decision making on the student teaching program? How? Is he appropriately involved in evaluating the student teacher? How? Is he accepted as a peer by university staff members?)

- Negotiate with the board of education an agreement covering the qualifications and conditions of employment of cooperating teachers and including the mechanics for resolving future issues that may arise but are not spelled out in the agreement. The agreement might include policies on the selection, assignment, experience, and evaluation of the student teacher; the functions of the cooperating teacher and the college supervisor of student teachers; and methods of evaluating the student teaching program or establishing an in-service education program for cooperating teachers.

- Call upon the state association to —
  1. Gather and disseminate information on student teaching.
  2. Provide information on the legal status of the cooperating teacher and the student teacher.
  3. Initiate needed state legislation.
  4. Develop with the state department of education, the institutions preparing teachers, and the professional associations uniform guidelines to assist the local association in negotiating with the local school board agreements on the student teaching program.
- Identify types of assistance that state associations are not providing to meet the needs of the local association in dealing with the student teaching program and initiate action, through resolution if necessary, to motivate state action.
- Inform members of the association and the community about the student teaching program.

What Can the State Association of Classroom Teachers and the State Education Association Do? The state association of classroom teachers and the state education association are well situated to correlate the activities of local associations and to provide services beyond the realm of the local association. The state associations must —

- Establish through action of the appropriate association legislative body a positive position on student teaching.
- Study the problem at the state level to determine —
  1. The nature and type of student teaching program contracts in existence between local school districts and the various institutions of teacher education.
  2. Relevant state laws.
  3. Local associations' actions.
  4. Other needs.
- Assume responsibility for developing suggested standards for —
  1. Agreements between colleges and school systems.
  2. Agreements between local associations and school systems.
  3. Qualifications for cooperating teachers.
  4. Qualifications for college supervisors of student teachers.
  5. Definition of roles and responsibilities of cooperating teachers, administrators, and university personnel.
- Initiate legislation as necessary to —
  1. Legalize and finance the student teaching program.
  2. Provide liability protection for student teachers as well as cooperating teachers.

- Assist local associations in developing policies to be negotiated locally.
- Gather and disperse information through research, surveys, conferences and workshops, periodicals, and special publications and releases.

What Can the Association of Classroom Teachers and the National Education Association Do? The Association of Classroom Teachers and the National Education Association must provide leadership and support the efforts of local and state associations. Specifically, they must —

- Take firm positions on student teaching in their resolutions, particularly as it relates to the cooperating teacher and the local association.
- Collect and dispense information on student teaching relating to the cooperating teacher and the local association.
- Provide leadership in developing prototypes of state legislation, standards for qualifications of cooperating classroom teachers, and model agreements to be negotiated by local associations and local school boards.
- Sponsor conferences on student teaching that provide opportunities for the voice of the classroom teacher to be heard loud and clear.
- Develop a strategy for aggressive and meaningful involvement of classroom teachers in creating change in teacher education.

appendix a

Selected Student Teacher Provisions in Comprehensive Negotiated Agreements [10]

CLARIFICATION OF ELEMENTS

ARTICLE VI

Teaching Loads and Assignments

D. The Board and the Association mutually recognize that the education of children of the Ypsilanti School District is their primary responsibility. The Board and the Association further recognize that they also have a responsibility to assist in the training of future teachers. The Board, therefore, agrees to the following practices as regards student or practice teachers:

1. The following procedures shall govern the placement of student teachers
   - a. No teacher shall be assigned a student teacher against his wishes. **consent**
   - b. Probationary teachers may not be used as critic or supervisory teachers. **qualifications**
   - c. Critic or supervising teachers shall have the right to recommend to the principal the rejection at any time of any assigned student teacher with whom they feel they cannot work effectively. **rejection**
   - d. No critic teacher may be assigned more than one student teacher for a given time period in academic classes. **ratio**
   - e. Critic teachers will receive the current rate of compensation paid by the universities and their monies may not be diverted into special funds. **compensation**
   - f. The Board further recognizes its responsibility to negotiate with the universities concerned for a more realistic compensation for the critic teachers. **contract**

Ypsilanti School District and Ypsilanti Education Association, Ypsilanti, Michigan

ARTICLE XIV

Miscellaneous Provisions

E. No teacher with less than three years of teaching experience with at least one in the local system shall be used as a supervising teacher. **qualifications**

a. Qualified (as defined above) teachers shall be encouraged to participate in the student teaching program.

b. All teachers participating in the program shall be encouraged to take the course *Supervision of Student Teaching* as offered by Michigan State University.

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[10] These provisions, contained in agreements negotiated by local associations and school boards in school systems with 1,000 or more enrollment, have been collected in the 1967-68 Negotiation Survey conducted by the NEA Research Division. All provisions were in effect at the time they were collected.

ratio c. A supervising teacher shall have one student teacher per year. Any deviation from this policy will be with mutual consent of the Board and the supervising teacher.

consent d. No student teacher will be assigned to any supervising teacher without his prior consent and the consent of the building principal.

substitute e. No student teacher shall be used as a substitute for any teacher other than his supervising teacher.[11]

St. Joseph School District and St. Joseph Education Association, St. Joseph, Michigan
Eau Claire Public Schools and Faculty Association, Eau Claire, Michigan

ARTICLE XVII

Supervising Teacher — Student Teacher

general policy A. The Menominee City District Association offers its full support of the Student Teaching Program and will attempt, upon request from the proper official, to aid in implementation or in finding solutions to any unanticipated problems connected with this program.

B. Policies established by Northern Michigan University, unless they are in conflict with terms of the Master Agreement between the Board and the Association, or Board policy, shall be followed in the implementation of the Student Teaching Program.

responsibility C. It is recommended that the coordinator of the student teaching program immediately implement the specific responsibility listed as number one, page two, contained in the statement of responsibilities of student teaching personnel to insure a more successful implementation of the program in Menominee Area Public Schools.

D. If there should be a conflict of personalities between supervising teacher and student teacher, the supervising teacher, through the superintendent, may recommend to Northern Michigan University that the student teacher be transferred. Such a recommendation through the superintendent shall in no way be used in adverse evaluation of the supervising teacher as a classroom teacher.

rejection or selection

E. Declining either a request or recommendation to the position of supervisory teacher will not result in adverse evaluation of said teacher.

liability F. It is recommended that each student teacher carry an adequate amount of liability insurance.

compensation G. The supervising teacher shall be paid, in addition to his or her contractual salary, the sum of $75.00 per student teacher under his or her supervision for each eight-week period.

Menominee Area Public Schools and Menominee City District of Michigan Education Association, Menominee, Michigan

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[11] Some contracts extend this provision to read, "The student teacher shall not be used as a substitute teacher."

Student Teachers

The Assistant Superintendent for Instruction and Personnel, in conjunction with the Superintendent of Schools, shall be in charge of student teachers and student observer programs within the Avondale School District. **program responsibility**

The cooperating teacher must be a certified tenure teacher recommended by his Building Principal. **qualifications**

The acceptance of a student teacher will be a voluntary act on the part of the cooperating teacher. **consent**

Fees paid by the college or university will be sent to the Central Office, attention: Assistant Superintendent for Instruction and Personnel. These monies will be deposited with the treasurer of the school system in a general fund to be used to upgrade the professionalism of those teachers who accept student teachers. This upgrading may be in the form of partial tuition support and/or reimbursement for incurred expenses while attending conferences and seminars related to the area of student teachers. **compensation**

Avondale School District and Avondale Education Association, Auburn Heights, Michigan

ARTICLE VII

Teaching Loads and Assignments

G. The parties recognize that students are entitled to be taught by fully qualified teachers while at the same time recognizing a professional responsibility to assist in the preparation of student teachers. Therefore, supervision by a teacher of a student teacher shall be voluntary. No teacher shall serve as a supervising teacher more than one-half his total teaching time each year. Should the college or university provide funds for this service, such funds shall be regarded as an honorarium and shall be distributed to those teachers involved with a particular student on a prorated share according to the time for which the supervising teachers were responsible. **general policy/ consent/ time/ compensation**

Southfield School District and Southfield Education Association, Southfield, Michigan

ARTICLE XIX

Miscellaneous Provisions

I. Student teachers shall be assigned to experienced teachers only and may on special occasions be used as a substitute in the critic teacher's classroom if the critic teacher concurs that such experience would be beneficial. Assignment of student teachers shall normally be to a tenure teacher. In rare circumstances they may be assigned to non-tenure teachers but only if the Association has been informed of the circumstances. **qualifications/ substitutes**

Waterford Township School District and Waterford Education Association, Pontiac, Michigan

ARTICLE XXIV

Special Teaching Assignments

consent/ ratio/ compensation

C. Supervision by a teacher of a student teacher shall be voluntary and no teacher shall supervise more than one such teacher simultaneously. A teacher shall receive as compensation for such efforts the stipend paid by the teacher training institution.

Saline Area School District and Saline Education Association, Saline, Michigan

ARTICLE XXVIII

Extern Teachers

qualifications/ consent

A. An Extern or student teacher shall be assigned to a tenure teacher in the department for which the student is preparing. No teacher in the District shall be assigned such duty if said teacher does not want the assignment.

compensation

B. During the interim, while M-Step and other state programs are attempting to develop some uniformity to the student teacher programs, from the amount received from the University each supervisory teacher shall be paid $25.00.

C. The balance of the money received from the universities shall be divided 80% for the department or school building to which the Extern is assigned, and 20% to a fund to be used in connection with the directed teaching program.

additional funds

D. A joint committee composed of three members from the Association and three from Administration shall develop a budget for the fund. The student teacher coordinators from the universities shall serve on the committee in an advisory capacity.

Bay City School District and Bay City Education Association, Bay City, Michigan

ARTICLE III

Professional Compensation

compensation

K. Money received for supervising student teachers shall be available to the teachers to be used for tuition, professional materials and equipment, professional meetings and conferences, and professional dues providing this is consistent with the policies specifically established by Michigan State University.

ARTICLE V

Teaching Loads, Assignments, and Conditions

consent

D. Teachers are encouraged as a part of their obligation to the teaching profession to accept the responsibility for a student teacher when requested. Acceptance of student teachers shall be voluntary.

Waverly School District and Waverly Education Association, Lansing, Michigan

ARTICLE V

Compensation for Extra-Curricular Activities

compensation

E. Work with Student Teachers

A teacher's salary for working with a student teacher shall be recommended to the college which is responsible for the teacher training program. Consideration shall be $200.00 per semester. Payment shall be made *in toto* by the college or shared by the college and the town of Portsmouth and paid to the cooperating teacher upon completion of his work with the student teacher. Portsmouth's liability shall not exceed $100.00.

Portsmouth School District and Portsmouth Education Association, Portsmouth, Rhode Island

ARTICLE XXII

Professional Development and Educational Improvement

compensation

B. Course vouchers are provided in lieu of compensation for the use of teachers who assume the added responsibility of supervising student teachers. They will be available to teachers who assume that responsibility. Teachers may request issuance of vouchers from the Office of the Superintendent. A list of unclaimed vouchers will be sent to the Association.

Cambridge School District and Cambridge Teachers Association, Cambridge, Massachusetts

ARTICLE XI

Student Teachers

compensation/ ratio

A supervising teacher shall receive $100 for the supervision of each student teacher. This amount shall be paid in a lump sum in the final payment in June of that school year. The minimum period of supervision is that designated by the college. There shall be no restriction as to the total number of student teachers which a supervising teacher may accept and be paid for during his period of employment in the district.

Mohonasen Central School District and Mohonasen Teachers Association, Schenectady, New York

appendix b

School District Policy on Student Teaching for White Bear Lake, Minnesota

Background *During the 1967-68 school year, many teachers in White Bear Lake, Minnesota, were frustrated and dissatisfied with various facets of the school district's student teaching program. A number of colleges and universities sent student teachers into the White Bear Lake public schools, and there were discrepancies in remuneration; time assignments (quarter, semester, full day, half day); roles, responsibilities, and expectations of the personnel involved; commitment and supervisory assistance from the colleges; and assignment procedures. The teachers felt that the quality of the student teaching program in the district was being sacrificed and the morale of teachers was being lowered by inconsistent and unclear policies.*

Through the local association, a committee was established to survey the membership, initiate a dialogue, and develop a written policy that would govern the student teaching program in the district. The following policy, developed by the local association with the cooperation of the administration, was adopted by the board of education in March 1970.

School District Policy The student teaching experience serves as the culmination of the future teacher's college preparatory program. The goal of the school district is to provide an environment which will encourage the maximum growth of the teacher candidate. All activities of the school must be implemented only after a thorough consideration of the effect on its primary objective, that of guaranteeing the best possible education for the children of the district. Additionally, the student teaching program should be organized in such a manner that it provides for the consideration of the responsibilities and rights of the cooperating teacher.

It is the intent of the school district neither to dictate the teacher education program of the preparatory institutions nor to solve its problems. Rather, the district is attempting to work with the college in the fulfilling of the responsibility for teacher preparation.

I. Qualifications of Cooperating Teachers
   A. The responsibility for selecting cooperating teachers rests jointly with the school district and the preparing institution. Working with student teachers is a major professional responsibility of qualified classroom teachers.
   B. No teacher should be required or coerced to accept a student teacher.
   C. The selection of cooperating teachers should be based on criteria agreed upon by the college and school personnel, and, as a minimum, shall include:
      1. Two years of teaching experience (at least one of these in the district and at the grade level or in the subjects to which the student teacher is to be assigned),
      2. Proper orientation to and successful teaching experience in the school system,
      3. Full state certification, based upon a bachelor's degree, for the grade levels or subjects to which the student teacher will be assigned, or previous experience in student teaching supervision,

4. Completion of a course or comparable workshop(s) pertaining to the role of the cooperating teacher, effective September 1970,
5. Evidence of positive attitudes toward people, public education, and the teaching profession,
6. Evidence of effectiveness as a classroom teacher,
7. Ability to work harmoniously and constructively with a college-age student,
8. Evidence of reasonable agreement with the teacher education goals of the college attended by the student teacher
   a. This policy means that the officials of a school district and those of the preparing institution should agree, in general, on the qualifications desired by both parties for teachers who will serve as cooperating teachers. Either the school district or the college should be free to recommend to the other party particularly well-qualified teachers or to veto use of any teacher.
9. Proper orientation as to the role of the cooperating teacher and understanding of the student teaching program of the college from which the student teacher comes.

II. Selection of Cooperating Teachers

A. The number of student teachers assigned to any cooperating teacher should depend upon the wishes of the teachers, the school principal, and the nature of the classes. The best interest of the children must be paramount.
   1. This policy means that in some cases, a supervising teacher might work with one student teacher during one quarter or semester; in other cases a cooperating teacher might work with student teachers throughout the school year.

B. Teachers may be polled previous to any school year for willingness to participate in the student teaching program, but this shall not be construed as acceptance of any particular student teaching assignment.

C. Teachers should have the right to accept or reject a student teacher. Rejection should be based on justifiable personal or professional reasons. The teacher should receive the request to take a student teacher at least four weeks prior to the student's introduction to the classroom.

III. Remuneration of Cooperating Teacher

A. We recommend that further studies be made in an attempt to reach a point of equalization in remuneration.

IV. Orientation for Student Teacher

A. Prior to commencement in the classroom, an orientation meeting with the college supervising teacher, the principal, the student teacher, and the cooperating teacher should be held to discuss policies, objectives, responsibilities, etc.

B. The preparing institutions have the responsibility of providing to the cooperating schools and cooperating teachers *in writing* the following:

1. Information about the student teacher, such as his background, college record, interests, talents, and special problems of which the cooperating teacher and school administrator should be aware,
2. Information about the college program and the college's expectations and requirements for student teachers,
3. Suggestions to administrators and cooperating teachers relating to working with student teachers,
4. Specific information about the date the student will begin the assignment, when he will complete the assignment, and holidays or special events which affect the student teacher's attendance,
5. A student teaching handbook and a bibliography of publications on student teaching.

V. Preparation of Student Teachers

A. The student teacher should have the opportunity to see and experience many aspects of the total job of the teacher, both in and out of the classroom. However, priority should be given to helping the student deal with the fundamental problems of the teacher in the classroom. Emphasis should not be on the trivia and minutiae of the teacher's work, even though the student needs to have some experience with routine and less rewarding activities.

B. Student teachers are considered *students* and therefore *must not be used* as substitutes with or without pay.

C. Effective supervision by the cooperating teacher, the principal, and the college supervisor involves:
   1. Giving friendly support, help, and encouragement to the student teacher,
   2. Helping the student teacher to analyze and interpret his experience; to see the relationship between theory, principles, and practice; and to arrive at generalizations which will have applicability in future situations,
   3. Giving the student teacher specific suggestions, criticisms and help on problems which are important to him,
   4. Helping the student to understand and control his behavior in the classroom,
   5. Providing continuous evaluation carried on in relation to agreed upon objectives and encouraging the student to engage increasingly in self-evaluation.

D. School district administrators shall remind the cooperating teacher, and the preparing institution shall remind the student teacher, of their liability in the classroom.

VI. Scheduling of Student Teachers

A. An adequate student teaching program will make it possible for student teachers to devote themselves to their student teaching responsibilities without unusual handicaps of excessive or conflicting campus course work or activities.

B. Effective September, 1969, student teachers placed in the White Bear district are required to participate in a full-time teaching experience.

VII. Evaluation

A. Constant evaluation of the preparing institution's program should be made with recommendations being submitted by a committee composed of representatives of the White Bear Teachers Association TEPS committee and of the White Bear school district administration.

B. Efforts should be made to periodically exchange views concerning the student teaching experience between the preparing institution and a joint committee delegated by the school district and the local association.

C. This policy shall be evaluated annually for the purpose of keeping abreast of changes in the preparing institutions, in legislation, and in district needs.

appendix c

State Resolution on Preparation of Teachers [12]

Dialogue between the Michigan Education Association and representatives of all teacher preparation institutions and student representatives, within the State of Michigan, shall have been initiated by September 1, 1969, and a mutual agreement reached by September 1, 1971, regarding student teacher course content, curriculum, certification of teachers and other negotiable items.

Failure to establish these goals by the dates listed shall result in all MEA teachers refusing student teachers, and notification by local MEA leaders to the school boards through the administration, that such professional action is being taken.

Once this professional posture has been taken, any teacher violating this stand by accepting a student teacher shall be considered in violation of the Professional Code of Ethics. If a probationary teacher, it shall be "just cause" for immediate dismissal; while a tenure teacher shall be served with written notification of the violation, and after due process and refusal to reverse the individual decision, shall be removed from the United Profession rolls, and a dismissal request ordered by the local Association leaders under the grounds of "just cause" for unprofessional behavior.

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[12] Adopted by the Representative Assembly of the Michigan Education Association, March 1969.

appendix d

ACT Resolution on Student Teaching[13]

ACT believes that student teaching is an essential phase of teacher preparation. It also believes that psychological preparation to meet classroom situations should precede student teaching and that practice teaching should include consultation with experienced teachers in clinical situations.

ACT maintains that responsibility for student teaching is or should be shared by the public schools, the institutions that prepare teachers, and the professional associations. It therefore recommends that classroom teachers work through their local and state associations to formulate statewide plans for improving and strengthening student teaching programs; evaluating school systems in terms of conditions of work, personnel policies, and activity programs to which the student teachers are assigned; and determining the workload and qualifications of competence for public school cooperating teachers, principals, and supervisors and for college personnel who supervise student teachers.

ACT believes that cooperating teachers should be compensated for additional responsibility.

ACT urges associations at all levels to promote necessary action to ensure full legal and liability protection for cooperating teachers, student teachers, and interns in the performance of their duties.

ACT also recommends the establishment of advisory committees composed of members of college faculties and representatives of school districts, including classroom teachers recommended by local associations as well as classroom teachers serving as cooperating teachers, to consider policies and procedures for conducting student teaching programs in any school system in accordance with standards set in the state.

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[13] Adopted by the Representative Assembly of the Association of Classroom Teachers, NEA, June 1969.

appendix e

Legal Status and Student Teachers[14]

Recent legislation enacted in several states has established a legal basis for various aspects of a student teaching program. This summary, which shows the progress made in some states, is illustrative only and should not be construed as representing all the legislation enacted in the last several years.

Example I. New Jersey establishes liability protection for student teachers — 1967.

Act No. 244, Chapter 167, Laws of 1967.

BE IT ENACTED by the Senate and General Assembly of the State of New Jersey:

1. Section 1 of the act of which this act is amendatory is amended to read as follows:

   1. Whenever any civil action has been brought against any board of education of this State, *including any student teacher,* for any act or omission arising out of and in the course of the performance of the duties of such office, position, employment or *student teaching,* the board of education shall defray all costs of defending such action, including reasonable counsel fees and expenses, together with costs of appeal, if any, and *shall save harmless* and protect such person from any financial loss resulting therefrom; and said board of education may arrange for and maintain appropriate insurance to cover all such damages, losses and expenses.

2. Section 2 of this act of which this act is amendatory is amended to read as follows:

   2. Should any criminal action be instituted against any such person for any such act or omission and should such proceeding be dismissed or result in a final disposition in favor of such person, the board of education shall reimburse him for the cost of defending such proceeding, including reasonable counsel fees and expenses of the original hearing or trial and all appeals.

Example II. Missouri certifies student teachers — 1969.

The State Board of Education has been authorized by the state legislature to make such regulations.

Item of Business No. 1670 by the State Board of Education was approved by the State Board of Education January 6, 1969.

By recent action of the State Board of Education, student teachers in Missouri may now be issued certificates, the result of mounting concern for clearly delineating the legal status of such persons. The action not only clarifies the legal status of student teachers, but also provides a sense of security to school administrators, supervising teachers, and college supervisors who have been concerned that under state law no one may "enter the public schools to teach, govern and discipline" unless he holds a valid certificate.

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[14] Information supplied by Richard E. Collier, executive secretary of the Association for Student Teaching, a national affiliate of the National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

The teacher education institution prepares the certificate which is signed by a representative of the institution and by the Missouri Commissioner of Education. Copies go to the superintendent of the cooperating school system, the State Department of Education, and the teacher education institution.

The student teaching certificate "is a license for the holder to teach in" a specified school district for a designated time period "as part of his professional training and in accordance with regulations of the State Board of

Form C-2
1/6/69

SUPERINTENDENT'S COPY — BUFF
STATE DEPT. OF EDUC. COPY — PEACH
INSTITUTIONAL COPY — BLUE

MISSOURI STUDENT TEACHER CERTIFICATE

This CERTIFICATE, issued by authority of the State Board of Education, is a license for the holder to teach in _____ Public School District for a period beginning _____ and ending _____ as a part of his professional training and in accordance with regulations of the State Board of Education and the governing board of _____.
Name of Preparing Institution

Person to whom issued _____

_____
Institutional Representative

_____ _____
Commissioner of Education Date of Issuance

REGULATIONS
STATE DEPARTMENT OF EDUCATION

1. A person should be designated by each training institution to administer the issuance of the certificate and to coordinate activities with the Director of Teacher Education and Certification, State Department of Education.
2. Certificate should be issued only to those student teachers assigned to elementary and/or secondary schools for professional training.
3. Certificate is valid only in the school district specified on the certificate.
4. Beginning and ending date on certificate should coincide with specific assignment to school district.
5. Student teacher should not be paid a salary while performing assignments under authority of this certificate.
6. Student teacher cannot be used by local district to reduce the staff or fill a vacancy during the period covered by certificate.
7. Student teachers are undergraduates enrolled in practicum courses for periods of one semester or less.
8. Interns are persons who have completed course requirements for a baccalaureate degree and are obtaining on-the-job supervised experience.

Education and the governing board of" the teacher education institution. Certain regulations guide its issuance and use:

1. It should be issued only to those student teachers assigned to elementary and/or secondary schools for professional training.
2. It is valid only in the school district specified on the certificate.
3. Beginning and ending dates on the certificates should coincide with the specific assignment to the school district.
4. The student teacher should not be paid a salary while performing assignments under authority of certificate.
5. The student teacher cannot be used by the local district to reduce the staff or fill a vacancy during the period covered by the certificate.
6. Student teachers are undergraduates enrolled in practicum courses for periods of one semester or less.

Example III. Tennessee legally recognizes and provides protection of student teachers.

Amendment to Section 49-1301, Public Acts 1969, Chapter 73.

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF TENNESSEE, That Section 49-1301 of Tennessee Code Annotated be and the same hereby amended by adding at the conclusion of the present section the following words and figures, to wit:

"This provision shall not apply to a student teacher who is hereby defined as a student enrolled in an institution of higher learning approved by the state board of education for teacher training and who is jointly assigned by such institution of higher learning and the county, city or special district board of education to perform practice teaching under the direction of a regularly employed and certificated teacher. A student teacher, while serving a non-salaried internship under the supervision of a certificated teacher, shall be accorded the same protection of the laws as that accorded a certificated teacher, and shall, while acting as such student teacher, comply with all rules and regulations of such board of education and observe all duties of teachers as set forth in Section 49-1307, Tennessee Code Annotated."

Example IV. North Dakota authorizes cooperative agreements for student teaching and field experience, the payment for costs from possible funds, and legally recognizes student teachers—1969.

North Dakota Century Code: *Title 15, Chapter 47, Section 40 (15-47-40)*
Title 15, Chapter 47, Section 41 (15-47-41)
Title 15, Chapter 47, Section 42 (15-47-42)

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF THE STATE OF NORTH DAKOTA:

SECTION 1. COOPERATIVE AGREEMENTS FOR STUDENT TEACHING AND SUPERVISED FIELD EXPERIENCES. The school board of any public school district is hereby authorized to enter into cooperative agreements and financial arrangements for the use of the public schools of the school district for student teaching or supervised field experience with any teacher training institution. Any such agreement may provide for the payment by the institution for the services rendered by the school district of an amount not

to exceed the actual cost to the school district for the services rendered by the school district and its employees.

SECTION 2. PAYMENT OF COST FROM PUBLIC FUNDS. The board of higher education is hereby authorized to pay for the services of any public or private school administrators, teachers, or employees of an amount not to exceed the actual cost of their services in training student teachers. The amount may be paid either directly to the school employee or to the school district as determined by the agreement with the school district or private school. Be it further provided that nothing herein shall authorize the school district to pay a student teacher for services rendered.

SECTION 3. STATUS AND AUTHORITY OF STUDENT TEACHERS. Any student teacher, during the time such student teacher is assigned as a student teacher, shall be given the same legal authority and status as if the student teacher were a certificated employee of the school district in which he is assigned. The authority of the student teacher shall extend to all aspects of student management or discipline, in the handling of confidential records of students, and in all other aspects of legal authority granted to certificated employees of the school districts in the state. The student teacher shall be deemed a certificated employee of the district with respect to acts performed by him at the direction, suggestion, or consent of the certificated employees under whose supervision and control the holder performs his duties, whether or not such duties are performed entirely in the presence of the employees of the district assigned to supervise the holder, and shall be deemed an employee of the school district within the meaning of sections 39-01-08 and 40-43-07 relating to liability insurance carried by political subdivisions.

Example V. Texas provides for the implementation, administration, and financing of a program of student teaching.

Senate Bill No. 8 of the 61st Texas Legislature (The Student Teaching Bill).

AN ACT providing for the implementation of a program of student teaching; providing for administration of program; financing of program; an effective date; a severability clause; and an emergency clause. BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

Section 1. To provide college students, facilities, and supervision for student teaching experience required by law as a prerequisite to the issuance of a valid Texas Teaching Certificate, it is necessary that joint responsibility among the colleges or universities approved for teacher education by the State Board of Education of this state, the Texas Public School districts, and the State of Texas be hereby established.

Section 2. The Central Education Agency, with the assistance of colleges, universities, and public school personnel, shall establish standards for approval of public school districts to serve as Student Teacher Centers, and define the cooperative relationship between the college or university and the public school which serves the student teaching program.

Section 3. The approved public school district serving as a Student Teaching Center and the college or university using its facilities shall jointly approve or select the supervising teachers, employees of the district, to

serve in the program and adopt an agreed continuing in-service improvement program for said supervising teachers.

Section 4. There shall be paid to the public school district serving as a Student Teaching Center the sum of Two Hundred Dollars ($200) for each supervising teacher, to be an additional increment for such additional services to the annual salary of each such serving supervising teacher. In addition there shall be paid to the district the sum of Fifty Dollars ($50) per each supervising teacher usable to assist in meeting the costs incurred in providing facilities for student teaching. This total, Two Hundred Fifty Dollars ($250) per supervising teacher, shall be paid from the Minimum Foundation Program Fund; this cost shall be considered by the Foundation School Fund Budget Committee in estimating the funds needed for Foundation School Program purposes. The total number of supervising teachers to receive the additional increment herein provided shall never exceed seventy per cent (70%) of the total number of student teachers enrolled in the practice teaching program.

Section 5. This Act shall take effect when Senate Bill No. 8 has been cited in a General Appropriations Bill, but in no event shall the Act become effective later than September 1, 1970.

Significant aspects of the bill include:

1. *Joint responsibility among colleges and universities and public schools for student teaching experiences.*
2. *Cooperative efforts by state department, colleges and universities, and public schools in establishing standards for approval of public school districts to serve as student teacher centers.*
3. *Joint approval of the supervising teachers to serve in the program by the public school and the college or university.*
4. *Recognition of the need for and cooperative adoption of an agreed upon continuing in-service improvement program for supervising teachers.*
5. *Payment to the district of $200 for each supervising teacher as an additional increment.*
6. *Payment to the district of $50 per each supervising teacher to meet costs incurred in providing facilities for student teaching.*
7. *Channeling of the $250 per supervising teacher into the Minimum Foundation Program Fund.*
8. *Provision that the total number of supervising teachers to receive the increment shall never exceed 70 percent of the total number of student teachers enrolled in the student teaching program.*

Example VI. Indiana authorizes model contractual agreements for student teachers — 1969.

House Enrolled Act No. 1328, Chapter 246, Indiana Acts 1969

Be it enacted by the General Assembly of the State of Indiana:

SECTION 1. Public school corporations are authorized to enter into agreements with institutions of higher education accredited by the Training and Licensing Commission of Indiana, for the purpose of providing teaching

experience for students thereof preparing for the educational profession and for the services of persons working jointly for any such school corporation and any such institution.

SECTION 2. Each such agreement shall set out the responsibilities and rights of such public school corporation, such institutions, and such students or other persons.

Since the act has become law, a state committee of directors of student teaching and school superintendents has been established to prepare a model agreement. This development could be considered a giant step toward providing a rationale and a sound procedure for planning and conducting a student teaching program.

The proposed model, available to institutions and public schools, follows:

AGREEMENT CONCERNING PLACEMENT OF STUDENT TEACHERS AND PARTICIPANTS IN PUBLIC SCHOOL CORPORATION

The undersigned, _____, a school corporation (hereinafter referred to as the "School Corporation"), and _____ University, a University accredited by the Training and Licensing Commission of Indiana (hereinafter referred to as the "University"), hereby, in accordance with Chapter 246, Indiana Acts 1969 (a copy of which is appended), enter into the following agreement:

1. Scope of the Agreement. This Agreement shall set out the responsibilities and rights of the School Corporation, of the University and of any student enrolled at the University, while such student is assigned as a student teacher in the School Corporation or as an observer or participant in the School Corporation. For ease of reference, the following words shall have the following meanings:

"Student Teacher" shall mean a university student enrolled at the University assigned by it to teach in the School Corporation, as part of his preparation for entering the teaching profession.

"Student Participant" shall mean a university student assigned as part of his university course work to observe or participate in a project at the School Corporation in some manner other than student teaching.

"Supervising Teacher" shall mean a cooperating teacher in the School Corporation to whom the Student Teacher or Participant is assigned and who directs the work or the activity of the student while he is in the School Corporation.

"University Supervisor" or "Area Coordinator" shall mean the university instructor who is in charge of the course of study in connection with which the Student Teacher or Participant is assigned to the School Corporation.

The University will be represented by such persons as its President shall delegate. In the absence of a contrary delegation, it will be represented in regard to placement, assignment, and change or termination of assignment of Student Teachers by a "Director of Student Teaching" and will be represented with respect to conduct of Student Teachers and Participants by a University Supervisor or Area Coordinator who will supervise the work of all Student Teachers and Participants.

The School Corporation shall be represented in dealing with the University by its Superintendent or by such other administrative personnel as he shall designate.

2. Placement of Student Teachers and Student Participants. The placement of Student Teachers and Participants shall be a cooperative venture involving both the University and the Cooperating School Corporation although both institutions will retain the individual right to determine the number of Student Teachers and Participants to be assigned or accepted.

a. *Student Teachers.* Placement of a Student Teacher shall be initiated by the University by filing an application for each proposed Student Teacher setting out his background and the type of assignment appropriate for his needs. This may be accompanied by suggested names of teachers of the School Corporation, who would be recommended by the University, as a Supervising Teacher.
No assignment of a Student Teacher shall be made without the approval of the School Corporation. Such assignment will be made after consultation with the Supervising Teacher and Principal under whose jurisdiction he teaches.

b. *Student Participants.* Assignment of Observers and Participants will be similarly handled. All such applications shall be made in such form as the University and the School Corporation shall, from time to time, determine. Assignments as Student Teachers or Student Participants, the identification of projects, and all determinations of the assignment of any Student Teacher or Student Participant shall be evidenced by letters or other written documents signed by a representative of the University and of the School Corporation.

c. *Professional Standards.* Both parties to this agreement have a right and obligation to insist on standards of professional decorum on the part of student teachers and participants that are consonant with prevailing standards in the school community. Neither party shall discriminate in the choice of schools, supervising teachers, or student teachers on the basis of race, creed or color.

3. Termination or Change of Assignments and Projects. Either the School Corporation or the University may, at any time, change or terminate the assignment of any Student Teacher, or the assignment of particular Student Participants. Before doing so, each party shall give the other party notice and shall make reasonable efforts before such time to consult with the other party. It is the intention of this Agreement that the parties be free to terminate any assignment, at any time, but that they work cooperatively through their designated representatives to make the experience of Student Teachers and Student Participants as valuable as possible to them, consistent with the responsibilities of the School Corporation to its pupils and patrons and the responsibility of the University to its Student Teachers and Participants.

4. Student Teacher and Participant Supervision. Within the classroom and at all school functions, the Student Teacher shall be subject to the rules and regulations of the school and under the direction of the Supervising Teacher.

a. The Supervising Teacher and the Student Teacher will be subject, at all times, to the supervisory authority of the Principal of any school build-

ing involved and to the administrative personnel of the School Corporation with respect to teachers generally.

b. The Supervising Teacher may leave the classroom with the Student Teacher in charge of the class, but the Supervising Teacher shall, at all times, retain the supervisory control over the class and the program of instruction.

c. The Student Teacher may be asked to act as a substitute for his Supervising Teacher in the latter's absence, in an emergency lasting not more than one (1) day. In the event the emergency lasts more than one (1) day, the School Corporation shall notify the University and may, after obtaining the consent of the University, reassign the Student Teacher to another Supervising Teacher.

d. The University Supervisor and any other designated representative of the University shall have access, at all reasonable times, to visit the class for the purpose of observing the Student Teacher.

e. The Supervising Teacher shall file such reports as are prescribed by the University.

f. Student Participants shall be subject to the supervision of the designated teacher in the same ways the Student Teacher is to the Supervising Teacher.

5. Status of Student Teachers and Student Participants. Student Teachers and Student Participants shall remain students of the University and shall not be employees of the School Corporation for any purpose, except as limited below:

a. Student Teachers and Student Participants shall be under the direction and control of the School Corporation through the Supervising Teacher, Principal and other administrative personnel while they are on the premises of the School Corporation.

b. The School Corporation shall provide Student Teachers and Student Participants the same protection against liability arising in connection with their assignments and projects at the School Corporation as is provided for members of the School Corporation's permanent faculty.

6. Compensation to the School Corporation's Personnel. An honorarium or other compensation may be agreed upon by the University and the School Corporation.

7. Miscellaneous Provision. This Agreement may be terminated either by the School Corporation or the University by giving the other party thirty (30) days' prior written notice.

All notices to be given in this provision shall be properly given if they are sent by first-class mail to the Superintendent or other designated representative of the School Corporation and to the Director of Student Teaching or other designated representative of the University.

Executed _____, 19____

By _____ By _____
Superintendent Director of Student Teaching

_____ _____
School Corporation University

Participants

Mrs. Ruth Miller, Blairsville-Saltsburg, Pennsylvania, *conference chairman*
Betty I. Buford, Plainview, Texas, *ACT president*
Sandria A. Bell, Houston, Texas
Michael B. Bingman, St. Louis, Missouri
Anthony S. Butler, Choctaw County, Alabama
John A. Cahill, Edmonds, Washington
Mrs. Mildred Cantrell, Washoe County, Nevada
Gilbert Carbajal, Fort Collins, Colorado
Garvin E. Carlile, Davis County, Utah
Otis M. Collins, Washington, D.C.
Mrs. Rebecca K. Cook, Greensboro, North Carolina
Mrs. JoAnn Cooper, Kansas City, Missouri
Bruce P. Eckman, Portland, Oregon, *ACT past president*
Marilyn E. Evans, Little Rock, Arkansas
Mrs. Evelyn R. Fuller, Birmingham, Alabama, *ACT Southeast regional director*
Kenneth H. Fullerton, Burnsville, Minnesota
Tommy G. Fulton, Midwest City, Oklahoma, *ACT South Central regional director*
Mrs. Ruby J. Gainer, Escambia County, Florida, *ACT vice-president*
Mrs. Annie N. Gerald, Lumberton, North Carolina
Gary G. Gschwind, Simi Valley, California, *ACT Southwest regional director*
Lee Gustafson, Sioux Falls, South Dakota
Richard W. Hansen, Kearney, Nebraska
Mrs. Mayne P. Higgins, Jackson, Mississippi
Mrs. Faith Hill, Fort Wayne, Indiana
Mrs. Helen H. Holley, McDowell County, West Virginia
Perry H. Jordan, Bangor, Maine
Mrs. Maxyne Kelley, Del City, Oklahoma
Dwane Kingery, Denton County, Texas

Helen Kovach, Fairport Harbor, Ohio, *ACT North Central regional director*
Mrs. Janice Kreitzer, Dayton, Ohio
Mrs. Birnadine D. Mack, Boulder, Colorado, *ACT secretary*
Mrs. M. Anne Miller, Carroll County, Maryland
Mrs. Agnes M. Morse, Ridgewood, New Jersey
Mrs. Bertha Mae Murphy, Cambridge, Ohio
JoAnn E. Murray, Lehighton, Pennsylvania
David E. Neumeister, Holt, Michigan
Paul J. Oberle, Mount Pleasant, Michigan
Robert J. Pearson, Seminole County, Florida
Bettye Quinn, Jackson, Mississippi
Jim A. Roady, Moxee School District No. 90, Yakima, Washington
ACT Northwest regional director
Raymond Safronoff, Royal Oak, Michigan
Mrs. Nancy M. Scott, Middlesboro, Kentucky
Mrs. Marjory Sharp, Pittsburg, Kansas
Rebecca Smith, Florence, South Carolina
Mrs. Margaret Ann Tipton, Chico, California
Larry Wellendorf, Ankeny, Iowa
Donald F. Wilson, Parma, Ohio, *ACT president-elect*
LaVerne B. Wong, Waco, Texas
Ted Worrell, Jr., Warwick, Rhode Island
Mrs. Lydia C. Wright, Albuquerque, New Mexico
William E. Zeiss, Clarks Summit, Pennsylvania, *ACT Northeast regional director*

Representatives

Herman E. Behling, Jr., Baltimore, Maryland
Council of Chief State School Officers

*Elinor Bell, Hagerstown, Maryland
American Association of Elementary/Kindergarten/Nursery Educators

Sister Dolores Brady, Washington, D.C.
National Catholic Educational Association

Mrs. Dorothy Brooksby, Washington, D.C.
NEA Division of Field Services

*Sister Joan Chittester, Oil City, Pennsylvania
National Catholic Educational Association

Richard E. Collier, Washington, D.C.
Association for Student Teaching

James F. Collins, College Park, Maryland
Association for Student Teaching

Deane Ducar, Washington, D.C.
Association for Student Teaching

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* Classroom teacher

*Mrs. Ruth T. Gayles, Richmond, Virginia
American Association of Elementary/Kindergarten/Nursery Educators

*Frank R. Gilliland, Everett, Washington
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